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## ABSTRACT

The bibliography presents approximately 1,000 citations from psychiatric, psychological, educational, social work, and public health literature dealing with emotionally disturbed, behaviorally disordered children under 12 years of age. Usually provided for each citation are the title, author's name, source, date, and pagination information. Entries are grouped alphabetically by author's name within the following categories: normative and epidemiological studies of emotional-behavior problems among children, description and classification of children's emotional-behavior problems, client variables, the clinic as a treatment setting, treatment of children's emotional-behavior problems, psychological tests and measurement instruments related to research, therapist variables, studies of treatment outcome and followup, issues and methods of research in study of change and treatment, and "therapy" outside the clinic. An author index is also provided. (CL)

BACKGROUND AND TREATMENT OF THE  
EMOTIONAL-BEHAVIOR DISORDERS OF CHILDREN:  
A BIBLIOGRAPHY OF RESEARCH ( 1925-1970 )

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Foreword

Nasrudin gave his wife some meat to cook  
for guests. When the meal arrived, there  
was no meat. She had eaten it.

' The cat ate it, all three pounds of it, '  
she said.

Nasrudin put the cat on the scales. It  
weighed three pounds.

' If this is the cat, ' said Nasrudin,  
' where is the meat? If, on the other hand,  
this is the meat -- where is the cat? '

( Shah, 1966, P. 24 )

What follows is neither cat nor meat. It is not a critical  
review of the literature ( it should take another year before a  
review article is ready for publication ). It is more ( i. e.  
less ), however, than an alphabetical listing of everything about  
child guidance and psychotherapy that has made its way into the  
journals since the Roaring Twenties. Some care has been expended  
on keeping this bibliography to a specific focus -- not surprisingly,  
that of the writer's major professional interest, the outpatient  
treatment of preadolescent children. In general, the books and ar-  
ticles cited share the following characteristics:

1. The emphasis is on research, usually involving descriptive or  
inferential statistical analysis, which keeps to the canons of ex-  
perimental design and methodology. Where " clinical research " or  
theory is the brunt of the work, the authors have at least advanced  
hypotheses that are testable.

2. The investigations have centered upon or included children  
twelve years of age and younger. The children are not below average  
in intelligence or manifestly neurologically-physically handicapped.

3. The "emotional" and behavior problems presented by these children are commonly considered appropriate for treatment in child guidance and outpatient psychiatric clinics. The difficulties experienced by the youngster or those around him do not require, in usual practice, hospitalization, residential treatment, or some purely medical intervention.

4. The authors, realizing that mastery of a foreign language is nowadays considered to be in poor taste, have published in the English language.

Given its admittedly limited focus, the bibliography is fairly thoroughgoing -- including, as it does, over 1000 citations from the psychiatric, psychological, educational, social work, and public health literature. It might, nonetheless, have been more candid to call this a "preliminary" venture. It is clear that there have been omissions. The bulk of relevant studies in the field of psychiatric social work, for example, remain unpublished (as master's theses) and virtually defy discovery and examination. Some other studies, of course, have simply been overlooked. Finally, the writer has usually refrained from including references which sounded germane -- and probably are -- when he could not obtain copies or find some discussion of the study in the literature. With an annotated bibliography now in the works, the writer will be grateful to have errors of omission -- as well as other mistakes -- brought to his attention.

The bibliography is divided into ten major sections. For most, the headings require little further elaboration. What the titles leave unexplained will become clear as the reader glances over the books and articles contained in each section and subsection. A few disclaimers are in order, however, about Section V, B -- Treatment Modalities:

The references on drug treatment (#2) are restricted to those which the writer, a psychologist with little sophistication in this area, was able to find. The reports on behavior modification (#3) are confined, in the main, to review articles. Again, in this complex and technically demanding field, the writer is particularly aware of the limits of his training and experience.

An addendum of some 200 references follows the main body of the bibliography. Many of the items were brought to my attention by the 3500-item bibliography prepared by Dr. Leon J. Saul on all aspects of the emotional relationships of children. Dr. George C. Curtis of the Eastern Pennsylvania Psychiatric Institute and the staff of the library at EPPI were most kind during my stay in Philadelphia. I would like to thank them and, of course, Dr. Saul. I echo his hopes that the work he has prepared will become more readily available to interested researchers.

The addendum includes material available by early December, 1970 in the libraries to which the writer had access. The literature search for this last month of the year was, naturally, only cursory.

. And now -- some history and thank you's.

Work on this bibliography was begun while the writer was Clinical Instructor in the Department of Psychiatry, Downstate Medical School, Brooklyn, N. Y. Dr. Lawrence M. Sabot and Dr. Rosalind Peck of the Division of Child and Adolescent Psychiatry are to be thanked for their encouragement during the first stages of this project.

The bibliography was completed over the past year at the Institute for Psychosomatic and Psychiatric Research and Training, Michael Reese Hospital and Medical Center, Chicago, Illinois ("P & PI" to its friends). Dr. Roy R. Grinker, Director, and Dr. William G. Shipman, Director of the Division of Clinical Psychology, have my gratitude for making time and funds available to me for this work throughout my fellowship year.

The following libraries and staff personnel deserve special mention:

National Clearinghouse for Mental Health Information,  
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Lillian W. Florsheim Memorial Library, Michael Reese  
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John Crerar-Midwest Regional Medical Library, Chicago,  
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on my behalf and continues to be most gracious in her  
aid.

Library of the Alfred Adler Institute, Chicago, Ill.

Mrs. Ruth Strawder, who typed part of the manuscript, somehow read my handwriting and concealed from me her suspicion that the APA Publication Manual was not delivered at Sinai amidst thunder and lightning.

My thanks, finally, to the many investigators who supplied me with reprints, leads, and encouragement. I hope the bibliography will be useful to them. I trust that the work reflects my belief that it isn't enough to be original and creative. As the sign says on the Hollywood producer's wall, "It's not enough to be Hungarian. You've got to know something!" We owe it to ourselves, as well as to our children, to be wise in the ways of our predecessors.

Two monks came to a stream. One was Hindu, the other Zen. The Indian began to cross the stream by walking on the surface of the water. The Japanese became excited and called to him to come back. "What's the matter," the Indian said. The Zen monk said, "That's not the way to cross the stream. Follow me." He led him to a place where the water was shallow and they waded across.

(Cage, 1967, P. 135.)

Chicago, Illinois  
December 22, 1970

א"ת תש"ל

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#### C. Validity and Reliability of Anamnestic Data

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A. Procedures

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V. Treatment

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E. Treatment Modalities

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